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ABSTRACT

This booklet outlines the model content standards in reading and writing for students in the state of Colorado. The booklet cites the following six standards for public school elementary and secondary students: (1) students read and understand a variety of materials; (2) students write and speak for a variety of purposes and audiences; (3) students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling; (4) students apply thinking skills to their reading, writing, speaking, listening, and viewing; (5) students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources; and (6) students read and recognize literature as a record of human experience. It presents specific reading and writing goals under each standard for kindergarten through grade 12. (NKA)

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ED 456 418

Colorado Model Content Standards for Reading and Writing Suggested Grade Level Expectations

Colorado State Department of Education

06/21/01

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COLORADO MODEL CONTENT STANDARDS FOR READING AND WRITING

Suggested Grade Level Expectations*

(*Suggestions for improvement are always welcome)

06/21/01

Standard 1:

Students read and understand a variety of materials.

Kindergarten students will:

By the end of Kindergarten, students will be emergent readers with a foundation of reading strategies that prepare them for reading at higher levels. This requires knowing:

- *a sense of story* that shall include, but not necessarily limited to, students being able to:

  - tell a simple story with a beginning, middle, and end;
  - retell a known story in sequence.

- *concepts about print* that shall include, but not necessarily limited to, students being able to:

  - handle books correctly;
  - understand directionality of print;
  - focus on word after word in sequence (voice-print match);
  - use pictures to predict print;
  - realize that print carries meaning.

- *phonological and phonemic awareness* that shall include, but not limited to, students being able to:

  - recognize patterns of sound in oral language (i.e., rhyming words);
  - follow written text when the text is read aloud;
  - hear and repeat initial sounds in words.

- *some letter and word recognition* that shall include, but not limited to, students being able to:

  - know letters in their names;
  - know own name in print;
  - recognize the differences between numerals and letters;
  - recognize the difference between lower and upper case letters.

First grade students will:

By the end of first grade, students will be emergent/early readers with reading strategies used to gain meaning from print at the first grade level. These strategies will prepare them for reading at higher levels. This requires:

- an *understanding of text* that shall include, but not necessarily limited to, students being able to do the following:

  - use pictures to check meaning;
  - use prior knowledge to comprehend text;
  - retell in a logical, sequential order including some detail and inference;
  - make logical predictions;
  - monitor reading to make sure the message makes sense.

- *anintegration of the cueing systems* -- graphophonics, syntax, and semantics -- that shall include. but not necessarily limited to, students being able to do the following:

  - recognize letters and know sound-symbol relationships (graphophonics);
  - use the word attack skill of letter-sound relationships when reading (graphophonics);
  - use sentence structure and word order to predict meaning (syntax);
  - use background knowledge and context to construct meaning (semantics).

Second grade students will:

By the end of second grade, students will be early/fluent readers with strategies used independently to gain meaning from print at the second grade level. These strategies will prepare them for reading at higher levels. This requires:

- *an understanding of texts* that shall include, but not necessarily limited to, students being able to do the following:

  - gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository text;
  - use a variety of comprehension strategies before, during, and after reading.

- *an integration of cueing systems* while reading a wider variety of increasingly difficult text that shall include, but not necessarily limited to, students being able to do the following:

  - use word attack skills to read new and unfamiliar words (graphophonics);

- use sentence structure, paragraph structure, and word order to predict meaning (syntax);
- use and integrate background knowledge, experience, and context to construct meaning (semantics).

Third grade students will:

By the end of third grade, students will be fluent readers with a full range of reading strategies to apply to reading a wide variety of increasingly difficult narrative and expository text at the third grade level. This requires:

- *an understanding of the text* that shall include, but not necessarily limited to, students being able to do the following:

  - adjust reading pace to accommodate purpose, style, and difficulty of material;
  - summarize text passages;
  - apply information and make connections from reading.

- *an integration of cueing systems* that shall include, but not necessarily limited to, students being able to do the following:

  - apply word attack skills to read new and unfamiliar words (graphophonics);
  - use sentence structure, paragraph structure, text organization, and word order (syntax);
  - use and apply background experience and context to construct a variety of meanings over developmentally appropriate complex texts (semantics);
  - use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics).

Fourth grade students will:

- use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories (for example, skim and scan, self-monitor for understanding);

- identify supporting details and main idea;

- summarize long text passages;

- draw inferences using contextual clues;

- set a purpose for reading;

- use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend text;

- identify sequential order in expository text.

Fifth grade students will:

- monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information;

- summarize long text passages;

- draw inferences using contextual clues;

- compare and contrast different texts;

- select, use, monitor, and reflect upon appropriate strategies for different reading purposes;

- identify sequential order in expository text;

- use word recognition skills to understand unfamiliar words (for example, decoding multi-syllable words, affixes, root words);

- select appropriate definitions from the dictionary;

- use the pronunciation guide in the dictionary to correctly say unfamiliar words;

- paraphrase the key ideas in fiction and non-fiction;

- confirm meaning using context cues.

Sixth grade students will:

- paraphrase, summarize, and synthesize information from a variety of text and genres;

- identify main idea and supporting details in a variety of text and genres;

- infer and predict using information in a variety of text and genres;

- monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information;

- identify the meaning of prefixes and suffixes;

- use background knowledge of subject and text structure to make complex predictions of content and purpose of text;

- use text structure, such as cause and effect, to locate and recall information;
- establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;
- use word recognition skills to understand unfamiliar words (for example, letter-sound correspondence, language structures, and context);
- locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.

Seventh grade students will:

- compare and contrast texts with similar characters, plots, and/or themes;
- summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry;
- determine the main idea or essential message in a text;
- make reasonable inferences from information that is implied but not directly stated;
- infer by making connections between separated sections of a text;
- find support in the text for main ideas;
- use word recognition skills to comprehend text (for example, roots, prefixes, and suffixes);
- find the sequence of steps in a technical publication.

Eighth grade students will:

- use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels;
- paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres;
- identify main idea and supporting details in a variety of text and genres;
- infer and predict using information in a variety of text and genres;
- monitor own comprehension and make modifications when understanding breaks down by reading a portion, using reference aids, and searching for clues;
- confirm meaning of figurative, idiomatic, and technological language using context clues;

- use background knowledge of subject and text structure to make complex predictions of content and purpose of text;
- use text structure, such as cause and effect, to locate and recall information;
- establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;
- apply knowledge of letter-sound correspondence, language structures, and context to recognize words;
- locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.

Ninth grade students will:

- use a full range of strategies to comprehend at the literal and interpretive levels a variety of text (for example, technical writing, newspapers, magazines, poetry, short stories, plays, and novels);
- paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres;
- identify main idea, supporting details, and sequence in literary, expository, and technical text;
- infer and predict using information in a variety of text and genres;
- monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information;
- confirm meaning of figurative, idiomatic, and technological language using context clues;
- use background knowledge of subject and text structure to make complex predictions of content and purpose of text;
- use text structure, such as cause and effect, to locate and recall information;
- establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;
- apply knowledge of letter-sound correspondence, language structures, and context to recognize words;

- locate meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries, and other sources.

Tenth grade students will:

- read and understand literary, expository, and technical text at the literal, interpretive, and evaluative levels;

- determine meanings of words, including those with multiple meanings, by using context clues (for example, synonyms, comparisons) and structural clues (for example, roots, suffixes, prefixes);

- identify main ideas, supporting details, sequence of events or procedures, facts and opinions in literary, expository, and technical texts;

- summarize literary, expository, and technical texts;

- compare and contrast texts with a variety of characters, plots, and themes;

- infer by making connections within and among texts.

Eleventh grade students will:

- use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels.

Twelfth grade students will:

- use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels.

Standard 2:

Students write and speak for a variety of purposes and audiences.

Kindergarten students will:

- relate a narrative, creative story, or other communication by drawing, telling, and writing;
- create a narrative by drawing, telling, and/or emergent writing;
- create a message by drawing, telling, and/or emergent writing.

First grade students will:

- generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion);
- align purpose (for example, to entertain, to inform, to communicate) with audience;
- write a first draft with the necessary components for a specific genre;
- revise draft content (for example, organization, relevant details, clarity);
- edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference);
- proofread revised draft;
- present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform).

Second grade students will:

- generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion);
- align purpose (for example, to entertain, to inform, to communicate) with audience;
- write a first draft with the necessary components for a specific genre;
- revise draft content (for example, organization, relevant details, clarity);

- edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference);

- proofread revised draft;

- present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform).

Third grade students will:

- generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion);

- align purpose (for example, to entertain, to inform, to communicate) with audience;

- write a first draft with the necessary components for a specific genre;

- revise draft content (for example, organization, relevant details, clarity);

- edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference);

- proofread revised draft;

- present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform).

Fourth grade students will:

- generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation);

- organize their writing;

- chose vocabulary that communicates their messages clearly and precisely;

- revise and edit speech and writing;

- create readable documents with legible handwriting or word processing at the appropriate time.

Fifth grade students will:

- generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation);
- organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion;
- use transitions to link ideas;
- chose vocabulary that communicates their messages clearly and precisely;
- revise drafts by adding, elaborating, deleting, combining, and rearranging text;
- revise drafts for coherence, progression, and logical support;
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice;
- create readable documents with legible handwriting or word processing at the appropriate time.

Sixth grade students will:

- generate topics and develop ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, writing a summary);
- organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion;
- use transitions to link ideas;
- chose vocabulary that communicates their messages clearly and precisely;

- revise drafts by adding, elaborating, deleting, combining, and rearranging text;
- revise drafts for coherence, progression, and logical support;
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice;
- create readable documents with legible handwriting or word processing at the appropriate time.

Seventh grade students will:

- write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes such as to entertain, to persuade, and to inform;
- develop ideas and content with significant details, examples, and/or reasons;
- organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion;
- use transitions to link ideas;
- plan, draft, revise, and edit for a legible final copy;
- use a variety of sentence structures with varied length;
- write with a voice appropriate to purpose and audience;
- choose a range of words that are precise and vivid.

Eighth grade students will:

- write stories, letters, and reports with greater detail and supporting material;
- choose vocabulary and figures of speech that communicate clearly;
- draft, revise, edit, and proofread for a legible final copy;
- apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking;
- incorporate source materials intro their speaking and writing (for example, interviews, news articles, encyclopedia information);

- write and speak in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately;

- recognize stylistic elements such as voice, tone, and style.

Ninth grade students will:

- write in a variety of genres including expository, technical, persuasive, narrative, and descriptive for specific purposes (for example, to synthesize, analyze, evaluate, explain, persuade, inform, and entertain);

- plan, draft, revise, and edit for a final copy;

- use the format, voice, and style appropriate for audience and purpose;

- develop main ideas and content fully focused on a prompt with relevant, thorough, and effective support;

- organize writing using text structures (for example, compare/contrast, problem/solution);

- organize writing so that it has an engaging introduction, logical and effective development of ideas, and a satisfying conclusion;

- incorporate material from a variety of appropriate sources when needed;

- use transitional devices (for example, adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate;

- vary sentence structures and lengths to enhance flow, rhythm, meaning, and clarity;

- use vivid and precise words (for example, active verbs, concrete nouns), imagery, and figurative language as appropriate to audience and purpose.

Tenth grade students will:

- write in a variety of genres including expository, technical, persuasive, narrative, and descriptive for specific purposes (for example, to synthesize, analyze, evaluate, explain, persuade, inform, and entertain);

- plan, draft, revise, and edit for a final copy;

- use the format, voice, and style appropriate for audience and purpose;
- develop main ideas and content fully focused on a prompt with relevant, thorough, and effective support;
- organize writing using text structures (for example, cause and effect relationships, compare/contrast, and problem/solution);
- organize writing so that it has an engaging introduction, logical and effective development of ideas, and a satisfying conclusion;
- incorporate material from a variety of appropriate sources when needed;
- vary sentence structures and lengths to enhance flow, rhythm, meaning, and clarity;
- use vivid and precise words (for example, active verbs, concrete nouns), imagery, and figurative language as appropriate to audience and purpose.

Eleventh grade students will:

- use fictional, dramatic, and poetic techniques in writing;
- convey technical information in a written form appropriate to the audience;
- support an opinion using various forms of persuasion (factual or emotional) in speaking and writing;
- incorporate material from a wider range of sources (for example, newspapers, magazines, interviews, technical publications, books) in their writing and speaking;
- write in various specialized fields such as career and academic interest areas (for example, scientific, technical, business communications);
- experiment with stylistic elements such as voice, tone, and style.

Twelfth grade students will:

- use fictional, dramatic, and poetic techniques in writing;
- convey technical information in a written form appropriate to the audience;

- support an opinion using various forms of persuasion (factual or emotional) in speaking and writing;

- incorporate material from a wider range of sources (for example, newspapers, magazines, interviews, technical publications, books) in their writing and speaking;

- write in various specialized fields such as career and academic interest areas (for example, scientific, technical, business communications);

- experiment with stylistic elements such as voice, tone, and style.

Standard 3:

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Kindergarten students will:

- spell simple words;
- apply letter/sound relationships as emergent writers;
- copy the 26 letters of the alphabet.

First grade students will:

- know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks;
- spell high frequency words correctly;
- punctuate endings of sentences;
- capitalize sentence beginnings and proper nouns;
- write legibly.

Second grade students will:

- know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals);
- write legibly.

Third grade students will:

- know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals);
- write legibly.

Fourth grade students will:

- know and use correct subject/verb agreement;

- know and use correct modifiers;
- know and use correct capitalization, punctuation, and abbreviations;
- spell frequently used words correctly using phonics rules and exceptions.

Fifth grade students will:

- know and use regular and irregular plurals correctly;
- write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses;
- use adjectives (comparative and superlative forms) and adverbs appropriately;
- employ standard English usage in writing, including subject-verb agreement and pronoun referents;
- know and use correct capitalization, punctuation, and abbreviations;
- know and use correct pronoun case.

Sixth grade students will:

- know and use regular and irregular plurals correctly;
- write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses;
- use adjectives (comparative and superlative forms) and adverbs appropriately;
- employ standard English usage in writing, including subject-verb agreement and pronoun referents;
- know and use correct capitalization, punctuation, and abbreviations;
- know and use correct pronoun cases.

Seventh grade students will:

- identify parts of speech such as nouns, pronouns, verbs, and adjectives;
- use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones;
- write in complete sentences;

- use capitals correctly, such as in titles, direct quotations, and proper nouns;

- punctuate correctly, including apostrophes; commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons;

- use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea;

- use conventional spelling in published work;

- use writing resources such as dictionaries to monitor spelling accuracy.

Eighth grade students will:

- identify the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;

- use correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking;

- use modifiers, homonyms, and homophones in writing and speaking;

- use simple, compound, complex, and compound/complex sentences in writing and speaking;

- punctuate and capitalize titles and direct quotation;

- use possessives and correct paragraphing in writing;

- use prefixes, root words, and suffixes correctly in writing and speaking;

- expand spelling skills to include more complex words;

- demonstrate use of conventional spelling in their published works;

- use resources such as spell checkers, dictionaries, and charts to monitor their spelling and accuracy.

Ninth grade students will:

- identify the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
- edit for correct grammatical convention;
- use standard English in writing, including agreement of subject and verb, agreement of pronoun and its antecedent, parallel structure, consistent verb tense, and correct modifiers;
- write and speak in complete sentences;
- punctuate correctly, including apostrophes, commas, semi-colons, colons, dashes, and ellipsis;
- capitalize, paragraph, and spell correctly.

Tenth grade students will:

- edit for correct grammatical conventions;
- use standard English in writing, including agreement of subject and verb, agreement of pronoun and its antecedent, parallel structure, and correct modifiers;
- write in complete sentences;
- punctuate correctly, including apostrophes, commas, semi-colons, colons, and dashes;
- capitalize, paragraph, and spell correctly.

Eleventh grade students will:

- use pronoun reference correctly in writing and speaking;
- use phrases and clauses for purposes of modification and parallel structure in writing and speaking;
- use internal capitalization and punctuation of secondary quotations in writing;

- use manuscript forms specified in various style manuals for writing (for example, indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing);

- refine spelling and grammatical skills and become a self-evaluator of their writing and speaking.

Twelfth grade students will:

- use pronoun reference correctly in writing and speaking;

- use phrases and clauses for purposes of modification and parallel structure in writing and speaking;

- use internal capitalization and punctuation of secondary quotations in writing;

- use manuscript forms specified in various style manuals for writing (for example, indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing);

- refine spelling and grammatical skills and become a self-evaluator of their writing and speaking.

Standard 4:

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Fourth grade students will:

- recognize an author's point of view;
- predict and draw conclusions about stories;
- differentiate between fact and opinion in written and spoken forms;
- use reading, writing, speaking, and listening to define and solve problems;
- respond to written and oral presentations as a reader, listener, and articulate speaker;
- use listening skills to understand directions.

Fifth grade students will:

- determine author's purpose;
- predict and draw conclusions about stories;
- differentiate between fact and opinion in written and spoken forms;
- use reading, writing, speaking, and listening to define and solve problems;
- respond to written and oral presentations as a reader, listener, and articulate speaker;
- use listening skills to understand directions.

Sixth grade students will:

- determine author's purpose;
- predict and draw conclusions about stories;
- differentiate between fact and opinion in written and spoken forms;
- use reading, writing, speaking, and listening to define and solve problems;
- respond to written and oral presentations as a reader, listener, and articulate speaker;
- use listening skills to understand directions.

Seventh grade students will:

- recognize an author's or speaker's point of view and purpose;
- use reading, writing, speaking, listening, and viewing to solve problems and answer questions;
- distinguish between fact and opinion;
- make predictions, draw conclusions, and analyze what they read, hear, and view.

Eighth grade students will:

- recognize an author's or speaker's point of view and purpose, separating fact from opinion;
- use reading, writing, speaking, listening, and viewing skills to solve problems and answer questions;
- make predictions, draw conclusions, and analyze what they read, hear, and view;
- recognize, express, and defend a point of view orally in an articulate manner and in writing;
- determine literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism or dialogue.

Ninth Grade students will:

- recognize an author's or speaker's point of view and purpose, separating fact from opinion;
- use reading, writing, speaking, listening, and viewing skills to solve problems and answer questions;
- make predictions, draw conclusions, and analyze what they read, hear, and view;
- recognize, express, and defend a point of view orally in an articulate manner and in writing;
- determine literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism or dialogue.

Tenth grade students will:

- use reading and writing to define a problem; evaluate options, and propose a solution;

- identify author's viewpoint, purpose, and historical/cultural context from information presented in the text;
- evaluate the reliability, accuracy, and relevance of various texts (for example, literature, nonfiction, film, speeches);
- make predictions, draw conclusions and analyze text (for example, editorials, political cartoons, advertisements, essays);
- evaluate the quality of ideas in a text by applying criteria and supporting the conclusion.

Eleventh grade students will:

- recognize an author's point of view, purpose, and historical and cultural context;
- use reading, writing, listening, speaking, and viewing to solve problems;
- know what constitutes literary quality based on elements such as the author's point of view, the author's selection of significant details and theme development, and the author's reflection of events and ideas of his or her lifetime;
- critique the content of written work and oral presentations.

Twelfth grade students will:

- recognize an author's point of view, purpose, and historical and cultural context;
- use reading, writing, listening, speaking, and viewing to solve problems;
- know what constitutes literary quality based on elements such as the author's point of view, the author's selection of significant details, theme development, and the author's reflection of events and ideas of his or her lifetime;
- critique the content of written work and oral presentations.

Standard 5:

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Kindergarten students will:

- create a message by drawing, telling, and/or emergent writing.

First grade students will:

- gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors;
- record observations (for example, logs, lists, graphs, charts, tables, illustrations);
- report events sequentially;
- write a concluding statement;
- use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words:
- list resources used by title.

Second grade students will:

- gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors;
- record observations (for example, logs, lists, graphs, charts, tables, illustrations);
- report events sequentially;
- write a concluding statement;
- use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words;

- list resources used by title.

Third grade students will:

- gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors;
- record observations (for example, logs, lists, graphs, charts, tables, illustrations);
- report events sequentially;
- write a concluding statement;
- use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words;
- list resources used by title.

Fourth grade students will:

- use organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter heading, tables of contents, indexes, captions);
- recognize organizational features of electronic information (for example, pull-down menus, icons, key word searches);
- use organizational features of media or electronic information (for example, passwords, entry menu features, pull-down menus, icons, key word searches);
- take notes, outline, and identify main ideas in resource materials;
- sort information as it relates to a specific topic or purpose;
- give credit for borrowed information by telling or listing sources.

Fifth grade students will:

- frame questions to direct research;
- organize prior knowledge about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline);

- take notes from relevant and authoritative sources (for example, guest speakers, periodicals, on-line searches);
- summarize and organize ideas gained from multiple sources in useful ways (for example, outlines, conceptual maps, learning logs, timelines);
- find information to support ideas;
- present information in various forms using available technology;
- evaluate own research and raise new questions for further investigation;
- follow accepted formats for writing research, including documenting sources.

Sixth grade students will:

- frame questions to direct research;
- organize prior knowledge about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline);
- take notes from relevant and authoritative sources (for example, guest speakers, periodicals, on-line searches);
- summarize and organize ideas gained from multiple sources in useful ways (for example, outlines, conceptual maps, learning logs, timelines);
- find information to support ideas;
- present information in various forms using available technology;
- evaluate own research and raise new questions for further investigation;
- follow accepted formats for writing research, including documenting sources.

Seventh grade students will:

- use organizational features of printed text such as chapter preview and summaries, prefaces, annotations, bold face print, and appendices;
- use library and interlibrary catalog databases and organizational features of electronic information (for example, microfiche headings and numbering, Internet, electronic mail, CD-ROM, laser disc);
- locate and select relevant information;
- paraphrase, summarize, organize, and synthesize information;
- use available media resources, including technology, to research and produce a document.

Eighth grade students will:

- use organizational features of printed text such as prefaces, afterwards, and appendices;
- use organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media), and library and interlibrary catalog databases;
- locate and select relevant information;
- use available technology to research and produce an end-product that is accurately documented;
- give credit for borrowed information in a bibliography.

Ninth grade students will:

- use organizational features of printed text such as prefaces, appendices, annotations, citations, and bibliographic references to locate relevant information;
- use organizational features of electronic text such as database keyword searches, Internet search engines, and e-mail addresses to locate relevant information;
- evaluate information for specific needs, validity, credibility, and bias;
- paraphrase, summarize, organize, and synthesize information from a variety of sources;
- give credit for others' ideas, images, or information.

Tenth grade students will:

- use organizational features of printed text such as prefaces, appendices, annotations, citations, and bibliographic references to locate relevant information;
- use organizational features of electronic text such as database keyword searches, Internet search engines and e-mail addresses to locate relevant information;
- evaluate information for specific needs, validity, credibility, and bias;

- paraphrase, summarize, organize, and synthesize information from a variety of sources;

- give credit for others' ideas, images, or information.

Eleventh grade students will:

- use organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information;

- evaluate information in light of what they know and their specific needs;

- use organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available;

- use strategies to gain information from journals, research studies, and technical documents;

- use available technology to access information, conduct research, and produce a carefully documented product.

Twelfth grade students will:

- use organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information;

- evaluate information in light of what they know and their specific needs;

- use organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available;

- use strategies to gain information from journals, research studies, and technical documents;

- use available technology to access information, conduct research, and produce a carefully documented product.

Standard 6:

Students read and recognize literature as a record of human experience.

Kindergarten students will:

- identify and compare characters, settings, and events in story or picture;
- tell a simple story with a beginning, middle, and end.

First grade students will:

- identify the elements of plot, character, and setting in a favorite story;
- identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry;
- identify words appealing to the senses or involving direct or indirect comparisons in literature;
- compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors;
- read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

Second grade students will:

- identify the elements of plot, character, and setting in a favorite story;
- identify a regular beat and similarities of sound in words in responding to rhythm rhyme in poetry;
- identify words appealing to the senses or involving direct or indirect comparisons in literature;
- compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors;
- read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

Third grade students will:

- identify the elements of plot, character, and setting in a favorite story;

- identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry;

- identify words appealing to the senses or involving direct or indirect comparisons in literature;

- compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors;

- read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

Fourth grade students will:

- read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading;

- read, respond to, and discuss literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written;

- recognize the concept of classic or enduring literature, and reading and listening to classic works;

- use literary terminology such as setting, plot, character, problem, and solution;

- use new vocabulary from literature in other context.

Fifth grade students will:

- read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays;

- read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar;

- identify and analyze elements of plot and characterization;

- identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme;

- use knowledge of foreshadowing, metaphor, simile, and symbolism to understand the text;

- understand how figurative language supports meaning in a given context;

- identify characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.

Sixth grade students will:

- read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays;
- read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar;
- identify and analyze elements of plot and characterization;
- identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme;
- understand and use literary terms (for example, foreshadowing, metaphor, simile, symbolism, dialogue, scene, flashback);
- understand how figurative language supports meaning in a given context;
- identify and analyze characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in literature.

Seventh grade students will:

- read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays;
- read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar;
- use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view;
- apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text.

Eighth grade students will:

- read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays;

- read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar;

- use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view;

- apply knowledge of literary techniques, including foreshadowing, metaphor, simile personification, onomatopoeia, alliteration, and flashback, to understand text;

- use new vocabulary from literature in other context.

Ninth grade students will:

- read a given text and identify the theme;

- read and respond to classic and contemporary novels, poetry, plays, short stories, non-fiction, essays and speeches, myths, and epics from a variety of cultures and historical periods;

- apply knowledge of literary terminology, including point of view, theme, foreshadowing, symbolism, style, mood, and author's perspective;

- identify poetic forms such as ballad, sonnet, and heroic couplets;

- develop a thesis statement about a particular text and provide support from the text.

Tenth grade students will:

- read a given text and identify the theme;

- read and respond to classic and contemporary novels, poetry, plays, short stories, non-fiction, essays and speeches, from a variety of cultures and historical periods;

- apply knowledge of literary terminology, including point of view, theme, symbolism, style, mood, and author's perspective;

- develop a thesis statement about a particular text and provide support from the text.

Eleventh grade students will:

- read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches;
- use literature terminology accurately, including theme, mood, diction, idiom, perspective, style, and point of view;
- apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text;
- identify recurrent themes in United States literature;
- develop and support a thesis about the craft and significance or particular works of literature, both classic and contemporary, from a variety of ethnic writers.

Twelfth grade students will:

- read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches;
- use literature terminology accurately, including theme, mood, diction, idiom, perspective, style, and point of view;
- apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text;
- identify recurrent themes in United States literature;
- develop and support a thesis about the craft and significance or particular works of literature, both classic and contemporary, from a variety of ethnic writers.